**Timothy Winans (Day 2)**

**Date: 5-9 December 2011 (Tuesday and could carry over easily into Wednesday).**

5th Grade Room 306

Daily Schedule

8:15-8:30 In the Gym (Day 2 mini lesson activate) on lesson plan and given to P.E. teacher (discussed in detail).

8:30-8:45 Preview agenda do the problem of the day; take attendance, and lunch count – We will discuss immigration from real stories (ask questions and find answers) Resource site: <http://myimmigrationstory.com/>

8:45-9:35 Specials: Day 1 Art with cutting (Thank you cards to create

for the Interview on day 1)

Day 2 P.E. with Nguyen

(mini-lesson provided)

Day 3 Music with Nakamura

(mini-lesson provided).

**9:35-10:45** Math and Problem Solving (Mini Lesson 4 attached to day 2 lesson plan)

**10:45-12:05** Integrated Language Arts (Mini-Lesson 3 attached to day 2 lesson plan)

**12:05-12:45** Recess and lunch

**12:45-1:00** Health (online study plan link for health)

<http://www.who.int/hac/techguidance/health_of_migrants/en/>

We will watch one power point presentation and discuss afterwards the pros and cons of access to health services for migrants.

\*\* Power point - [Ensuring access to health services and financial protection for migrants](http://www.who.int/entity/healthsystems/topics/financing/healthreport/MigrationTBNo12.pdf)  
**1:00-1:20** Research/ note taking/ discussion time:

I will explain the following to the class:

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You have just been hired by the Nation Inquirer to write a non-fiction article for their magazine… (Discussed in detail on Lesson 2)

To start you off I have created a template (data sheet) in which I will hand out to all of you when you start to gather your resources for note taking (attached).

**1:30-2:15** (Mini Lesson link to source guided / Computer Lab Time)

I will use the past KWL questions generated and add onto these by the mini lessons given (listed below). The questions will grow after the mini lessons and prior to the research actually taking place; the questions will come first. I will then ask the students “how” they will go about finding the answers to their questions through research. The students will look through the books and think of any additional questions they might have.

\*\* All of the information to the ONLINE sources will be on a server that I map to each computer so that the students (when they log on) will just have to click the link provided: [www.5thgradeonlinesources.com](http://www.5thgradeonlinesources.com) each folder will list the countries in which people migrated from (or) general migration factual online eBooks provided and loaded by (I) the teacher.

**Mini Lesson 1**:

Model choosing a topic suitable for your research – in this session, we will use migration and the purpose of migration. Then, in the top left quadrant of the first page transparency, brainstorm as many interesting questions as you can that show your curiosity about this topic.

**Students’ Activity**: Have students fold the handout that you give them in half and then in half again so that when they unfold the sheet there will be four equally defined quadrants. The topic is already decided (migration) they record it in the appropriate place in the top left quadrant of the front page. Then, they should brainstorm questions that they have some natural curiosity about. Allow 5 minutes for students to meet with partners to share their questions and to see if their partners can add any additional interesting questions. I will also have written on the smart board essential questions that they should think about and or add to their own knowledge base.

**Mini Lesson 2**:

Teacher’s Model: Model narrowing down your list of questions to the 3 questions that will guide your research. Think aloud about questions that are too broad, too narrow, and just right; strike through all questions with the exception of the 3. Now, write the questions in the spaces provided on the front page of the form.

Students’ Activity: Have students go through the same process you’ve just modeled. Again, they might meet with partners to share their thinking process of eliminating the questions. Next have the students cut their forms apart on the folded lines into the four equal pieces. Pass around a stapler and have them staple the 4 pages together in the upper left corner.

As the students for their questions, I gather books, articles, encyclopedias, websites, atlases, maps, photographs, art work, diaries, journals, defined documents, posters, (if possible people/experts), music etc.

Concept Attainment on Primary and Secondary Sources: The class will be broken in half by giving 1 or 2 to each students. They will stand opposite each other and face the front of the class (desks will be moved aside to make room so that the students can stand.

I will write the name of the book (I pick) and ask the students to raise their hands if this book is a primary source or a secondary source. I will then call on the students that have it correct and ask them to explain to the class why they think this source is a primary source or secondary source. If the answer is correct, I will write it down on the white board (either under the primary source list or the secondary source list).

We will build a class definition of each on reference charts that will be on display until the unit has reached a conclusion.

**2:15-2:50** (continue with Mini Lessons after the break).

**Mini Lesson 3**

Teacher’s Model: Model how to locate the information pertinent to the questions you’ve decided upon. We will walk through several questions per day. I will model how to take the table of contents and/or the index from a book and show students how to use these features to pin-point information on the questions. I will model how to write down words and phrases (not complete sentences) alongside the bullets under the question in the correct quadrant on the form.

**Students’ Activity**: Have students begin to gather their information following the modeling you’ve done, recording words and phrases and then doing their free-writing. Follow this format for all three questions.

Students will gather information throughout the week (3 days) on their own research and take notes for their articles that they will write.

**Mini Lesson 4**: (**Continuation**) The class will discuss maps: Students will compare and contrast modern day maps from maps of the past. I will have 2 model maps hanging up. The maps will cover a lot of ocean area and we will discuss the routes that explorers and people that have migrated to the U.S. took – also, why were these routes chosen. This mini-lesson used to demonstrate the lengths that people who migrated took to get to America.

**Conclusion:** The conclusion of this lesson (part 2 of 3) will tie into the next – I will tell my students that tomorrow we will have an expert to speak on the subject of migration and why people migrate? I will invite a present day person who has migrated and spend 30 minutes to an hour in discussion with the students – this person will act as a role model and expert to the students. Also the students will continue to gather and study sources together (research as many facts as possible) and to start to organize them into information they can use through note-taking practice

(model and scaffold throughout the lesson plan).